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ABSTRACT

In 1977, 13 staff development projects were initiated in California under ESEA Title IV-C. The task of each project was to design and implement a unique system for developing a comprehensive staff development program. The materials in this book describe one of the 13 staff development projects: a "Service Center" for staff development that was established to improve student achievement in the areas of language, reading, and mathematics in grades K-8. The ultimate goal of this project is to plan a total district staff development program that will enable administrators, teachers, instructional aides, and parent volunteers to develop a high degree of specific skills and knowledge in order to increase student academic growth in a climate that promotes learning. In this publication the staff development activities are described, and the staffing patterns and procedures for individualizing instruction are outlined. Required materials and instructions for replicating the project are offered. The appendixes contain project surveys, tests, and forms; and sample newsletters and inservice announcements.

(Author/MIF)

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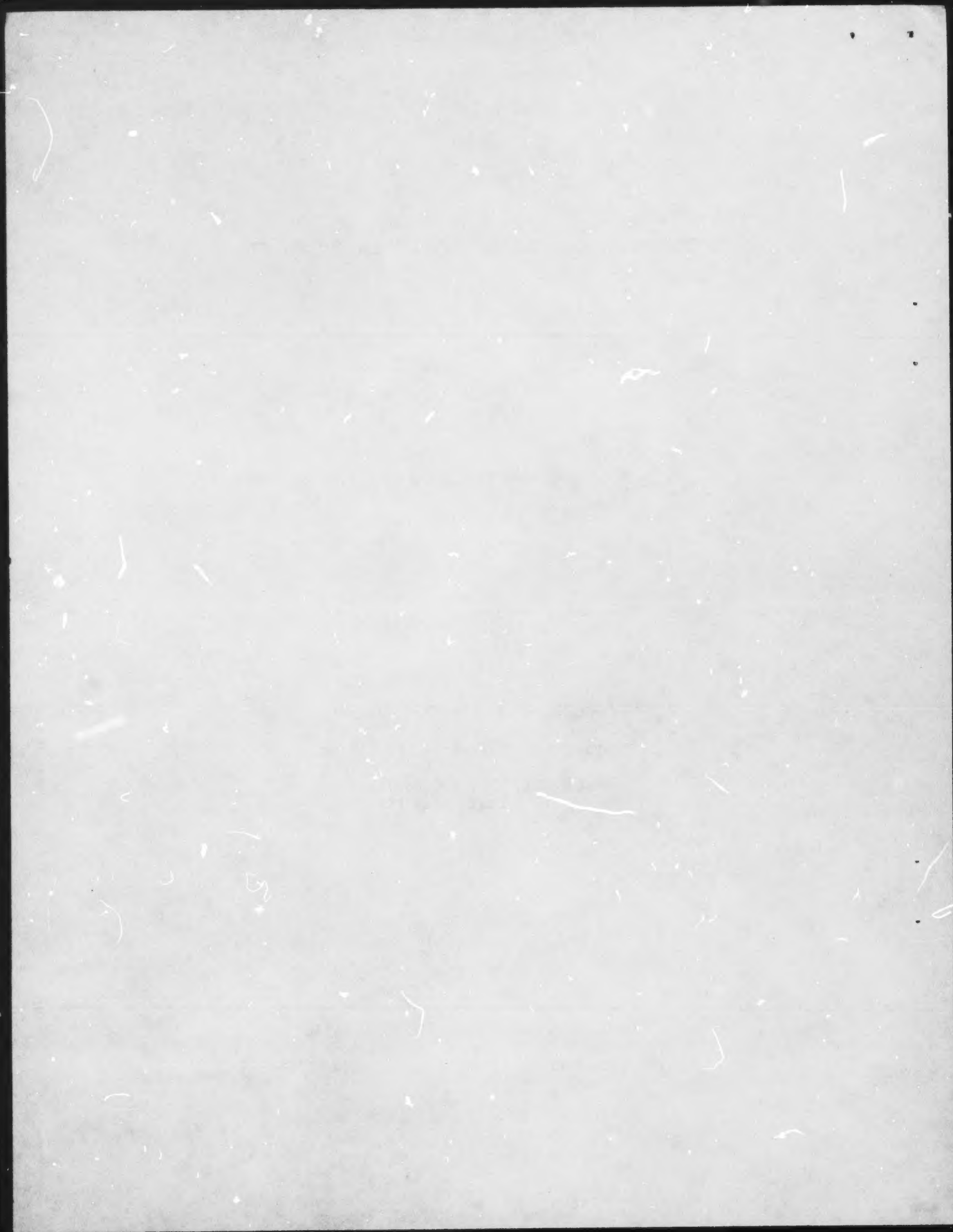
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STRATEGIES FOR PLANNING STAFF DEVELOPMENT PROGRAMS

Service Center for Staff Development
ESEA Title IV-C Project

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STRATEGIES FOR PLANNING STAFF DEVELOPMENT PROGRAMS

● THE PROCESS

● THE PROGRAM

● THE PLACE AND SPACE

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INTRODUCTION

In 1977 thirteen staff development projects were initiated in California under ESEA Title IV-C. The task of each project was to design and implement a unique system for developing a comprehensive staff development program. The Title IV-C projects were expected to integrate existing staff development activities in the district and promote collaborative planning of school-district staff and community.

By the end of the three year funding period, each project was to show evidence of student progress and to document the project training model or system so that it could be replicated in other districts.

The materials in this book describe one of the thirteen staff development projects. The project described is "The Service Center for Staff Development."

This book can be used as a guide for planning staff development in any school district.

THE PROCESS

PHILOSOPHICAL BASE

The implementation of a new staff development project necessitates a broad base of research on the change process. Often projects fail or change does not occur, because the project is not written and planned on a knowledge base of research.

If a district does not have a comprehensive staff development program and plans to implement such a program, the district will be involved in an extensive change process.

Change takes time and is complex. It proceeds from knowledge, to individual attitude change, individual behavior change, to group attitude and behavior change.

After reviewing extensive research, this project was written with the following beliefs.

Inservice will be beneficial:

- When the program reflects the needs of the participants.
- When the participants are actively involved in setting their own goals and planning activities.
- When the participants have opportunities to demonstrate and share knowledge by providing mutual assistance to each other.

THE ROLES OF THE PROJECT PARTICIPANTS

All groups need to be involved: teachers, administrators (district and school site), and parents will have to understand the new program as well as the results.

The role of each group needs to be defined.

Administrator

District level administrators must be committed to a project before teachers and principals take the project seriously. Administrative support must occur from the outset.

The principal's role is the key factor in the implementation of change.

- The principal's support is directly related to continuance of a project after special funding has been withdrawn.
- Participation of the principal in training sessions is important because the principal is then aware of the technical aspects of the program. The principal's commitment is demonstrated.
- The prime justification for the position of the principal in the school is to give leadership to the teaching-learning process.

Teacher

Teacher commitment has a positive relationship to all project outcomes (percent of goals achieved, change in student performance, and the continuation of project methods and materials.)

Teacher participation in decision-making leads to a higher percentage of goals achieved. Teachers are in a better position to identify problems and recommend feasible solutions.

A critical mass of project participants (or a group of teachers) is necessary to build the support and morale of the project staff. When the project teacher feels isolated and unappreciated, negative or indifferent attitudes from non-participants erode staff morale.

The more positive the teacher's attitude toward students, the more positive the student attitudes toward school.

Parents

The role of the parents is to provide instructional support by assisting in the classroom. They also need to be in situations in which they can interact with the staff (advisory committees). They need to be invited to participate in determining goals and assist when there is a crisis or an immediately pressing problem.

The Project Manager

The major role of the project manager is to see that the administrators, teachers, and parents understand their role. The other role is that the project manager should incorporate the following aspects of change in the planning:

- Develop a need for change (mobilization)
- Establish a change relationship (needs assessment)
- Diagnose the problem (discrepancy between what is and what should be)
- Create the intent to change - motivate (program objectives)
- Translate the intent into action (solution procedures)
- Stabilize change and prevent discontinuance
- Achieve a terminal relationship

The Program Specialist - (Aide)

The major role of the aide is to provide the psychological and consultative support for teachers during the change and transitional process.

(The following pages will illustrate how the knowledge base just discussed has been translated into action.)

MOBILIZATION

Strategies for Successful Program Development

There are three elements necessary to the successful development of a program. One is the development of a strong supportive relationship between administrators, teachers, and parents. The second is the development of assessment tools which will touch off a process that begins with a need for change in relation to the diagnosed problem. The third element is that of the leadership for implementation.

Developing a Support System

Meet with key teachers at every school where participation was desired

Meet with principals individually

Meet with central office (superintendent) individually

Meet with small groups of parents

Meet with large existing groups (staffs and advisory committees)

The above discussions should include the following:

- Make them feel they have made a contribution to the formation of the idea
- Discuss how it will meet their needs (have to know something about the person)
- Get commitment (a promise to do something in return for what the program will do for them)

Assessing Needs

General needs assessing - from administrators point of view

Look at student achievement data

Look at district goals and objectives

Look at the evaluation of previous inservice sessions

Look at the other projects in the district for appropriate data

Listen to people -

The project manager needs to have a clear picture in mind as to where the district should be going

Individual teacher needs assessment (list all possibilities and room for additional comments)

Survey form (see appendix)

Individual conference (see appendix)

THE PROGRAM

THE PROGRAM

- Abstract
- Model for Staff Development
- Description and Purpose
- Activities and Schedules
- Adaptability and Replicability
- Evaluation Data

ABSTRACT OF PROGRAM

Purpose of Project

The ultimate goal and purpose of this project is to plan a total District staff development program that will enable administrators, teachers, instructional aides, and parent volunteers to develop a high degree of specific skills and knowledge in order to increase student academic growth in a climate that promotes learning.

This project is planned to improve student achievement in the areas of language, reading, and mathematics in grades K-8 by establishing a "Service Center" for staff development.

Project Operation

There are four phases to the La Mesa-Spring Valley "model" for staff development:

- I. The needs assessment phase is conducted individually with teachers and their principals in relationship to the student achievement data of their particular students.
- II. Individual teacher staff development objectives are set. These teacher's objectives relate to improving their skills in teaching reading, language or math.
- III. A resource "Center" is provided to assist the teachers in meeting their staff development objectives. The "Center" provides space, time, materials, and consultants. A support service is also provided for teachers in that activities also include administrators, instructional aides, and parent volunteers.
- IV. The staff development activities are evaluated at the end of the year by reviewing the teacher's objectives and the student achievement data. Teacher and student attitude data is reviewed. The principal observes each teacher in the classroom and fills out an observation survey.

Data collected:

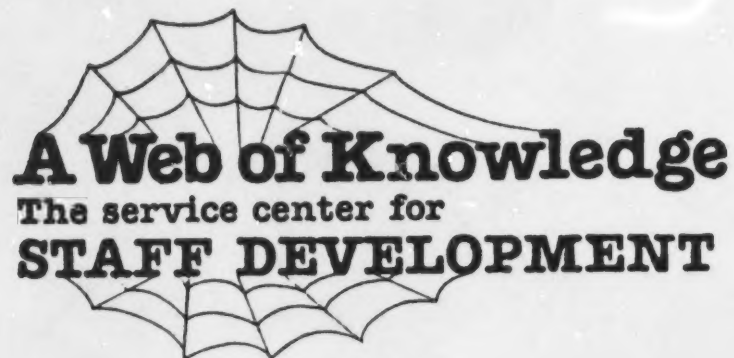
- 1) pre/post student achievement
- 2) pre/post student attitude toward learning
- 3) pre/post teacher attitude toward staff development

During the experimental and developmental phases of the project, the district staff was introduced to the project in stages. Seven district and two private schools were involved in the experiment.

First year, 1977-78	Sixteen - 4th grade teachers
Second year, 1978-79	Twenty-five - 4th, 5th & 6th grade teachers
Third year, 1979-80	Forty-eight - 4th thru 8th grade teachers

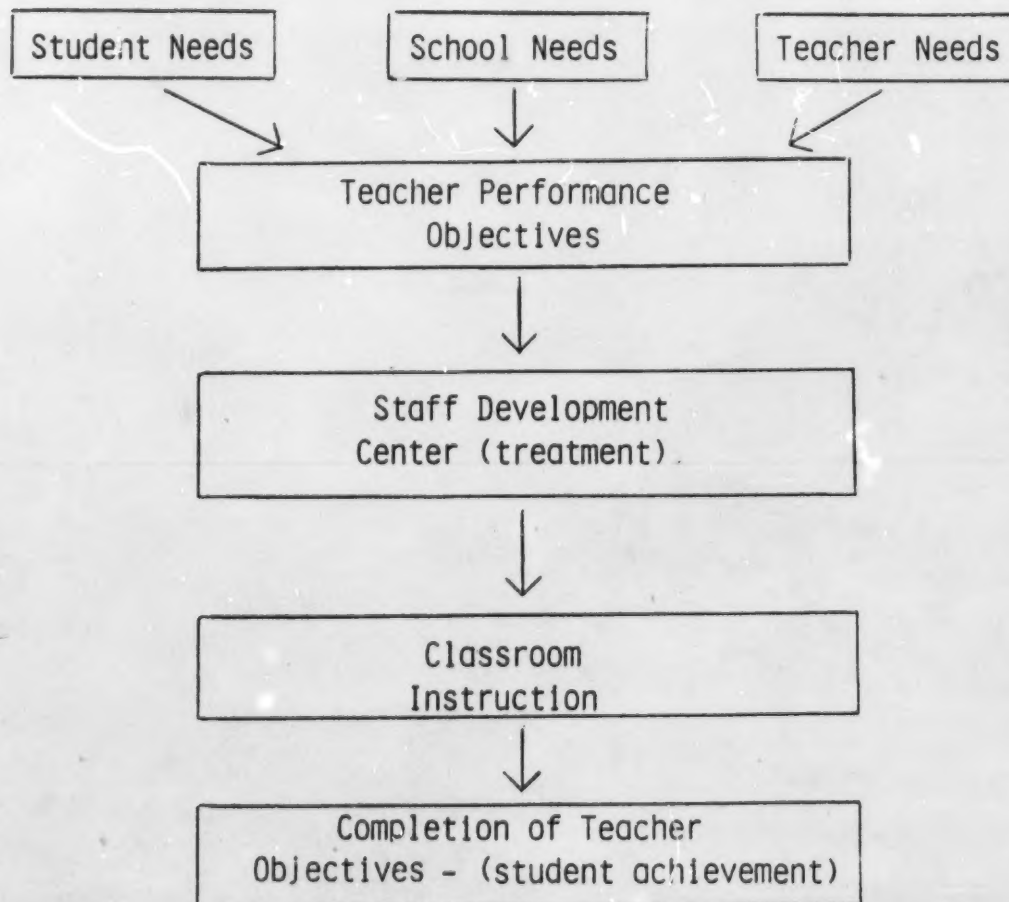
There were two kinds of participants during the third year. The above mentioned participants are Level I participants. Two additional teachers from each of the non-project schools are included in the project on a limited basis. The purpose being to motivate all staff to participate next year. This group is called Level II participants.

(See details on the following pages.)



MODEL FOR STAFF DEVELOPMENT

PROJECT PROCESS



THE PROJECT DESCRIPTION

The La Mesa-Spring Valley District is an elementary school district having a total of twenty-two schools and 12,000 students. The socio-economic background of the community is lower to upper middle-class and the racial-ethnic distribution is predominantly white, with a small Spanish-speaking minority.

The major thrust of La Mesa's Title IV-C Project is the establishment of a central "Teacher Center" which provides staff development services on an individualized basis. This project exemplifies a major staff development innovation, "Teacher Centers," which are increasingly common throughout California and the United States. The project places emphasis on the development of space and materials as well as the creation of staff and services. Thus, it is not only trying to reorient teacher attitudes and participation in staff development activities, but also their habits. That is, the project is trying to establish a new institution to which people will relate.

La Mesa's Title IV-C Project builds on the staff development programs and resources under the State Early Childhood Education Program (ECE) and School Improvement Program (SIP). The District is attempting to extend ECE/SIP training and practices to the upper elementary grades, particularly individualized instruction; the project plans to draw on ECE/SIP trained teachers as "Center" resource personnel. The ultimate aim of the La Mesa project is to increase student achievement in the basic areas of reading, language, and math.

The first year the project was targeted to twenty fourth-grade teachers and their parent volunteers. The second year included fifth and sixth-grade teachers. The third year included seventh and eighth-grade teachers. The "Center" and its facilities provides an incentive for school faculties to participate in staff development activities.

The "Center" is staffed by a part-time project manager, a full-time aide, and part-time resource consultants who will be trained to work with school staffs. The "Center" itself, is open every day from 8 a.m. - 5 p.m. as well as evenings and Saturdays on a scheduled basis. The "Center" staff conducts a needs assessment and select appropriate training activities and trainers. However, some of the training activities will include the application of learning theory through Diagnostic-Prescriptive Teaching and Clinical Supervision. Training activities will be conducted for various role groups: administrators, teachers, aides, and volunteers, and for role group combinations. In the morning scheduled workshops may be conducted. In the afternoon the "Center" will be open to meet the need of individual teaching staffs. Participation in the "Center" is voluntary and teachers are expected to set their own objectives. Inservice activities are conducted on a one-to-one, small group basis, and for large groups.

THE PROJECT PURPOSE

The ultimate goal and purpose of this project is to plan a total District staff development program that will enable administrators, teachers, instructional aides, and parent volunteers to develop a high degree of specific skills and knowledge in order to increase student academic growth in a climate that promotes learning.

This project is planned to improve student achievement in the areas of language, reading, and math in grades K-8 by establishing a "Service Center." This "Center" will continue to supplement the staff development programs for the K-3 staff at the nine (9) ECE/SIP schools.

During the 1977-78 school year, 4th grade teachers at these schools became project participants. During the 1978-79 school year, 5th and 6th grade teachers were added as project participants. During the 1979-80 school year, 7th and 8th grade teachers became project participants. (The number of participants increased each year.)

The basic philosophy of the ECE/SIP program will be emphasized through meeting individual student needs by including strategies for student success and community involvement.

PROJECT OBJECTIVES

To establish a Service Center for Staff Development:

- Which will improve student achievement in the basic skills in reading, language, and math by planning an individualized staff development program for 4th grade teachers the first year, 5th and 6th grade teachers will be added the second, and 7th and 8th grade teachers the third year. (Project participants will increase each year.)
- Which will provide in-depth training for teachers and administrators.
- Which will provide staffs with an opportunity to plan a K-8 continuous progress learning program in the basic skill areas.
- Which will provide a "model" for District Staff Development.

STAFF DEVELOPMENT ACTIVITIES

Activities in the "Center" are presented in one of three levels: awareness, skill acquisition, and the training of trainers.

Awareness Sessions - These are usually a one-hour workshop to interest staff in taking a skills training session. These take place at individual staff meetings, management team meetings, and after school in the "Center."

Skills Sessions - These are a series of sessions designed for skill acquisition. These take place during the school day on release time.

Trainers Sessions - District personnel are sent outside of the district to be trained as consultants. These take place during the school day as well as on weekends.

I. Activities Planned Primarily for Teachers

The "Center" has focused on the training sessions listed below.

1. EOC (Equal Opportunity in the Classroom)

- a. Awareness - This was conducted by the "Center" personnel for management and individual school staffs.
- b. Skills - A series of five sessions are offered each year for teachers. An additional series are conducted for all the district student teachers.
- c. Trainers - Three teachers were sent to Los Angeles to be trained with Sam Kerman.

2. Clinical Teaching (Effective Teaching Techniques)

- a. Awareness - This was conducted by the "Center" personnel for teachers at after-school meetings at the "Center."
- b. Skills - A series of five all-day sessions are offered each year for teachers. Next year a series of sessions will be planned for all district student teachers.
- c. Trainers - One teacher was sent to U.C.L.A. lab school for training. Additional teachers will be trained next year.

3. Project ACCEPT - Title IV-C Exemplary - (Discipline)

- a. Awareness - This was conducted by Project ACCEPT personnel for management and for teachers at after-school meetings at the "Center."
- b. Skills - A two-day training session for teachers and a series of evening sessions for parents are offered each.
- c. Trainers - The project aide specialist was trained at the County Department of Education as well as nine resource teachers.

4. Rosebank Project - Title IV-C Exemplary
(Diagnostic/Prescriptive Reading and Math Programs)

- a. Awareness - This was conducted by Rosebank project personnel for management and for teachers at after-school meetings at the "Center."
- b. Skills - The training for using this program required only three hours of training during a 1/2 day release time and a later after-school meeting.
- c. Trainers - The Rosebank project personnel have trained district teachers at the "Center."

5. Bay Area Writing Project - Title IV-C Exemplary
(Writing Skills)

- a. Awareness - (By County Department of Education) Individual school staff meeting, one all-day workshop and brochure announcements.
- b. Skills - A two week all-day session is planned for June.
- c. Trainers - Two teachers were trained by the San Diego Area Writing Project for five weeks last summer.

6. Project SCORE - Title IV-C Exemplary
(A decoding phonetic reading program to be used by tutors.)

- a. Awareness - This was conducted by Project SCORE personnel for management and for teachers at after-school meetings in the "Center."
- b. Skills - The training for using this program required only three hours of training during 1/2 day of release time.
- c. Trainers - The project aide specialist was trained at the County Department of Education

7. Language and Vocabulary Development

- a. Awareness - This was conducted by Dr. Ann Nagel, professor at San Diego State University, at a management team meeting, individual staff meetings, and after-school meetings at the "Center."
- b. Skills - This is an ongoing series throughout the school year of after-school sessions, a series of 1/2 day release time sessions, and a week of sessions prior to the opening of school.
- c. Trainers - Not applicable since Dr. Nagel works in the district as a resource consultant and also supervises student teachers.

8. COMPUCAT - Title IV-C Exemplary Project
(Math program - drill on basic facts K-6)

- a. Awareness - This was conducted by COMPUCAT project personnel at after-school meetings at the "Center."
- b. Skills - The training to use the program only required 1 1/2 hours after school.
- c. Trainer - One teacher and "Center" personnel have been trained by COMPUCAT personnel.

9. Basic Skills Inservice
(One hour after school or three hours on Saturday)

a. Reading and Language Inservice

- 1) assessment of reading levels
- 2) materials development for word recognition and comprehension
- 3) materials development for vocabulary and dictionary skills
- 4) making better use of existing materials
- 5) evaluating new materials
- 6) the use of non-traditional materials

b. Math

- 1) assessment of math levels
- 2) materials development
- 3) use of the calculator in the classroom
- 4) making better use of existing materials
- 5) evaluating new materials
- 6) "Math Sponges" activities to soak-up spare minutes

10. Teachers come to the "Center" to work on individual staff development objectives. This is accomplished by use of the professional library, meeting with consultants and the "Center" personnel, and by sharing information and ideas with each other. This may be during the day with release time, after-school, or Saturday mornings.

Paraprofessionals (Aides and parent volunteers) and administrators are encouraged to attend training sessions with their teachers.

II. Activities Planned for Paraprofessionals

The "Center" has offered a variety of training activities for paraprofessionals. Three types of training have been emphasized.

One type has been on the development of learning centers, bulletin boards, and games that reinforce reading, language, and math. This training enables the paraprofessional to develop learning materials at the "Center" which frees the teacher to spend more time in teaching students.

The second type of training has been on discipline. The training program used is Project ACCEPT, which is a democratic approach to discipline.

The third type of training used extensively in the project is the Madeline Hunter film series on "Aiding in Education."

The project personnel encourages paraprofessionals and teachers to come to the "Center" for assistance in developing skills to improve the instructional program.

III. Activities Planned for Administrators

Prior to conducting a training session for teachers, an awareness session is planned for administrators. These sessions take place during a regularly scheduled management team meeting, after-school meetings, individual school staff meetings and on an individual basis with the project manager.

Principals are encouraged to attend the training sessions with the teachers to be aware of the technical aspects of the program as well as to provide support. The principals demonstrated commitment to the training is important.

STAFFING

The staffing patterns were planned to use existing district staff as much as possible as well as County Department of Education staff, San Diego State University, and Title IV-C exemplary project staff for the purpose of providing a cost-effective staff development program.

I. Project Manager

The intent of this project was to build a district staff development program. The schools with the School Improvement program were selected to test this model for staff development and evaluate it before expanding the program to the entire district. The project manager for the School Improvement program was selected to coordinate both programs.

The project manager functions as follows:

- organizes the needs assessment process for teachers and principals
- assists principals and teachers in setting staff development objectives
- plans inservice with the teacher advisory group
- provides administrators, teachers, and parents with information concerning the project
- collects evaluation data
- takes regular reports to the Board of Education

II. Program Specialist - (Aide)

The project aide is in the "Center" from 8 a.m. to 5 p.m. each day and at other such times that the "Center" is open. (A full-time aide in the "Center" would not be necessary for a district adopting the project.) The aide has the following duties.

- assists teachers and parents in locating instructional materials
- creates and makes sample learning centers and games to correspond to reading, language, and math objectives
- keeps a schedule for activities in the "Center;"
- conducts some inservice sessions for parents
- provides the psychological and consultative support for teachers during the change process

III. Resource Consultants

During the first two years, a teacher resource consultant was hired for the project. This was changed during the third year. Presently different resource consultants are hired to do specific functions. The reason for this change was to develop a model of staff development, which would be more cost-effective for the district to continue the project after funding ends.

Originally the teacher resource consultant worked with the teachers in setting staff development objectives, now the principal performs this function.

The resource consultants are hired to do the following:

- plan the inservice session with the project manager
- conduct the inservice session
- provide for technical assistance to the inservice participants by assisting them in the classroom or organizing peer teams to assist each other
- assist in the evaluation of the inservice as well as follow-up activities

IV. Project Secretary

A project secretary was hired for one-half of each day. (A project secretary would not be necessary for a district adopting the project.) The duties of the secretary are as follows:

- types handouts for inservice sessions
- schedules substitute teachers
- keeps a master calendar of district and county staff development activities
- types activity sheets for learning centers and games
- orders supplies and materials
- organizes the newsletter
- handles correspondence as well as processes all district and state forms

PROCEDURES FOR INDIVIDUALIZING INSTRUCTION

The individualized model for instruction is one of the key elements in this staff development program. Teacher needs are assessed. Instruction is planned according to teacher needs. The instruction takes place in large group, small group, or on an individualized basis. Teacher competency is evaluated by the principal and measured by student achievement.

Individualized instruction is the model in which the "Center" works with teachers. This model is emphasized in all aspects of training activities. All staff development and inservice sessions teach ways of individualizing instruction. Materials are available in the "Center" to teachers. A complete continuum of skills in reading, language, and math are in the "Center" and used as a basis for planning instruction.

INSTRUCTIONAL METHODOLOGY

A variety of instructional methodology is used and modeled in the "Center." Involvement activities such as role-playing has been an effective mode of presentation. The "Make and Take" workshops are effective in bringing new materials and ideas into the classroom. Lecture presentations, video tapes, films and reading materials are all a part of the instructional methodology.

NONCOGNITIVE DEVELOPMENT

The "Center" personnel has placed a great deal of emphasis on teacher and student self-concept. All teachers are encouraged to take training in Equal Opportunity in the Classroom (EOC). Professional books and instructional materials to reinforce these skills are available at the "Center." Research related to teachers with "high expectations for students" has been shared with the project participants.

SCHEDULE FOR THE SERVICE CENTER

The "Center" is open Monday through Friday from 8 a.m. to 5 p.m. It is also open some evenings and on Saturdays on a scheduled basis.

Training sessions can be scheduled in five different ways:

1. Mornings - This is the most preferred time for teacher training. The teachers will come to the "Center" on release-time in the morning for training. The teachers will stay in the "Center" in the afternoon to make follow-up materials and plan for classroom implementation of the new knowledge or skills gained during the morning training session.
2. All day - The teachers will come to the "Center" on release-time for all day training.
3. After School - These sessions are usually one hour awareness type of inservice rather than training. (Example: new program materials, and school staff meetings.) Teachers are encouraged to come to the "Center" after school to plan, share ideas, and conference with "Center" personnel.
4. Saturday - Some training sessions are scheduled on Saturdays, but most often this time is used for making instructional materials for the classroom.
5. Evenings - Some training classes are scheduled in the evening for those parents who work during the day.

Occasionally very large (over 40) training sessions are scheduled at a local hotel. These will be scheduled from 4 - 8 p. m. and include dinner.

(See the schedule on the next page.)

SERVICE CENTER SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 a.m.	Planned activities for teachers, paraprofessionals, and administrators	All day workshops will take place on this day			Planning for Center Personnel	Staff workshops on a scheduled basis
11:30 a.m.						
1 p.m.	Center open to meet individual teacher and paraprofessional needs	Ending at 3:30 p.m.	Center open to meet individual teacher and paraprofessional needs	Schedule individual or group conferences School staffs meet in Center	Schedule individual conferences as needed	
5 p.m.						
7 p.m.	Staff and parent meetings on a scheduled basis					
9:30 p.m.						

INNOVATIVE FEATURES

The "Service Center for Staff Development" project is an innovation in this district as well as statewide.

This project has provided a model for a total district staff development program.

It is innovative in that student achievement in the basic skills was increased in grades 4-8 by initiating a more individualized instructional program through providing staff development activities rather than paid instructional aides or the purchasing of costly instructional materials.

The "Center" is unique in that it provides a model for staff development that can be utilized by teachers, administrators, and paraprofessionals to increase their skills and knowledge.

Some of the unique features of this project have been used in other settings, but this particular combination is innovative.

- Inservice is planned according to student achievement scores, school need, and teacher professional needs.
- The school principal assists each teacher in setting staff development goals and objectives as well as assisting in the evaluation.
- Inservice is implemented at the "Center" for large groups, small groups, or for individual staff members.
- Utilization of existing resources
 - School district equipment and personnel
 - Title IV-C disseminating projects
- Teacher advisory committees assist in planning the "Center" activities.
- Tie-in with San Diego State University (Student teachers training is coordinated with district teacher training.)
- A county staff development consortium was formed in an effort to coordinate all of the county staff development activities and resources.
- A county computer service is available which provides information on local staff development consultants.
- The "Center" is equipped to use the San Diego County Department of Education video tape library for inservice.

ADAPTABILITY

The "Center" model for staff development could be adapted by any school district or any individual school. The book WEB OF KNOWLEDGE-Strategies for Planning Staff Development Programs, was written and developed in this project to assist other districts in planning and implementing a staff development program.

The book includes:

THE PROCESS

- Philosophical base
- The roles of the administrator, teacher and the paraprofessional
- Strategies for developing a support system
- Assessing the needs

THE PROGRAM

- Project description
- Project evaluation data
- Environment: Room displays, materials and supplies
- Copies of all project forms and survey.

The adopting district would adapt this project in the following steps:

1. A person from the "Center" project would visit the adopting district for two one-hour orientation meetings. One meeting would be for the district administrators (especially the school principals) to review the model of staff development. The second meeting would be for the teaching staff to motivate them for participation in a program to gain additional skills and knowledge.
2. Representative staff members of the adopting district would visit "Center" project to observe it in operation and also receive training. (The types of training utilized would vary in each individual district according to their needs.)
3. The "Center" personnel would make return visits as necessary to the adopting district to assist in the implementation.
4. The materials and supplies needed in a new center would vary with the resources available in that district and the student and teacher needs.

Teacher Made
Instructional Materials

Staff Development Model

Resource Consultants

Video Tapes

Individual Teacher
Needs Assessment

Resource Room

Complete Staff Development Program

A Web of Knowledge
The service center for
STAFF DEVELOPMENT

Tie-In with the
University Training Program

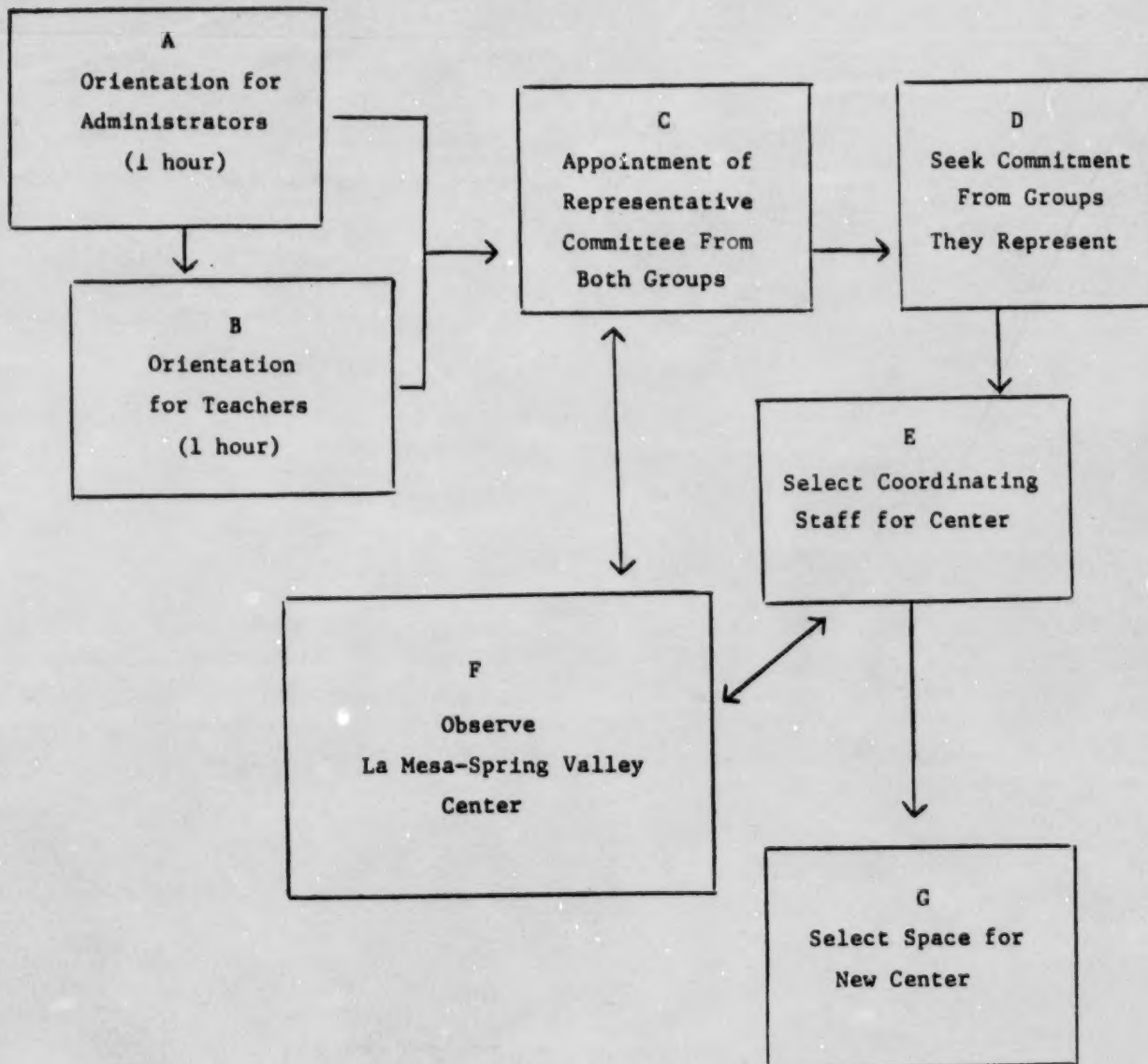
Training of
Resource Consultants
for Inservice

County Staff Development Consortium

County Computer Service

ANY ONE OR ALL OF THE COMPONENTS OF THIS PROJECT CAN BE ADAPTED

THE CRITICAL ACTIVITIES WHICH MUST BE ACCOMPLISHED
BEFORE THE PROGRAM CAN BE INSTALLED IN A NEW SETTING ARE THE FOLLOWING:



REPLICABILITY

The "Service Center for Staff Development" project can be replicated. To replicate the project a district would need to be committed to the following beliefs. Inservice is beneficial:

- When the program reflects the needs of the participants.
- When the participants are actively involved in setting their own goals and planning activities.
- When the participants have opportunities to demonstrate and share knowledge by providing mutual assistance to each other.

The project is planned to utilize the existing resources in a school district. The "Center" is located in an empty classroom. It is equipped with a laminating, ditto, and copy machine. Additional shelving was added to the room.

Every district has someone who has the responsibility for staff development. That person could coordinate this program.

A full-time trained aide was utilized in this project to organize and schedule the "Center" activities. In replicating this project an aide would only need to be in the "Center" 20 hours a week. After the project is implemented, 10 hours a week would be sufficient. Every district already uses aides in the School Improvement or Title I program. One of these aides could be relocated at the "Center." Following the training sessions the aide supports and assists the teachers in follow-up activities, such as making instructional materials.

Existing resource staff and teachers are trained in those areas of inservice that have been proven to make a difference in student achievement. The trained staff personnel would then train other teachers.

THE PLACE AND SPACE

THE PLACE AND SPACE

- ENVIRONMENT
- EQUIPMENT - MATERIALS - SUPPLIES
- ROOM DISPLAY

ENVIRONMENT

A very necessary component conducive to change allows three essential things to happen:

1. It allows and encourages discussions which lead toward possible experimentation in improving the instructional program.
2. It provides adequate support and time for the implementation of such programs.
3. It provides for constant evaluation of the program.

The Service Center for Staff Development has planned a warm friendly environment by utilizing a decor (bulletin boards, furniture) to enhance this setting. The project personnel was chosen with this in mind.

The project personnel are supportive of participants concerns. Support is also provided by provision of release time for teacher planning in instructional improvement as well as gaining additional skills and knowledge.

Constant evaluation is provided by keeping a log of daily comments of the project participants by evaluating every workshop as well as assessing teacher and student attitudes.

EQUIPMENT

Typewriter	1
Overhead projector	1
Tape recorder	1
Filmstrip viewer	1
Record player	1
Thermofax machine	1
Duplicating machine (ditto)	1
Laminator	1
Paper cutter	1
Hole punch (3 hole)	1
Hole punch (single hole)	1
Luggage carrier (heavy duty)	1
Movie projector	1
Phone	1
Eyelet machine	1

FURNITURE

Desk tray	2
Table (heavy duty)	3 (58 inches long)
Table (conf. type)	2 (6 ft. long)
Table (conf. type)	6 (4 ft. long)
Shelving units enclosed	3 These fit under the 58 inch tables
Shelving units enclosed	2 These are on coasters for movability
Chairs (padded)	20
Table or sink (for coffee)	1
Typewriting table	1
Table for Duplicating machine	1
Desk	2
File Cabinet (4 drawer)	1
File cabinet (2 drawer)	1
Book cases	3
Portable chalk board	1

MATERIALS

Paper Products

Newsprint	variegated colors
Construction paper	variegated colors
Cardstock	variegated colors
Copy paper	for thermofax machine
Masters	(Thermofax)
Masters	for use with typewriter
Graph paper (1 inch)	
Butcher paper (optional)	for use on bulletin boards
File folders	
Envelopes (9 x 12)	
Envelopes (6 x 9)	
Envelopes	letter size
Envelopes	school return address
Tagboard	pink, blue, green, manila, goldenrod, white, yellow, red and lime green
Chipboard	heavy weight
Cellophane	
Sentence strips	
Transparencies	
Letters	1 set each - 1 inch, 2 inch, and 4 inch
Vinyl tape	yellow, red, blue, black, white, green and brown
Poster board	
Protractor	3
Ink	for use with calligraphy pens
Erasers	2 boxes (both art and regular)
Staplers	4
Staple pullers	4
Paint	Tempera
Brushes	Art
Chalk	
Varnish (spray can)	
Rubber bands	
Eyelets	
Duplicating fluid	
Laminating film	
Carbon paper	
Pencil Sharpener	
Notebooks	
Composition books	
Styrofoam cups	
Napkins	

Materials Continued

Glitter	Hand soap to take off ink
Rubber Cement	Stamp pad
Glue	Pens (fine point)
T Pins	Pens - felt tip (all colors)
Paper clips	A.V. Pens (set)
Round head fasteners	Liquid paper correction fluid
Pencils	
Lamps (for overhead projector)	
First Aid Kit	
Extension cords	
Spinners	
Staples	
Felt Pens (red, green, blue)	
Scissors	
Rulers	
Yard sticks	
Money stamps	
Tapes (recording)	

Miscellaneous

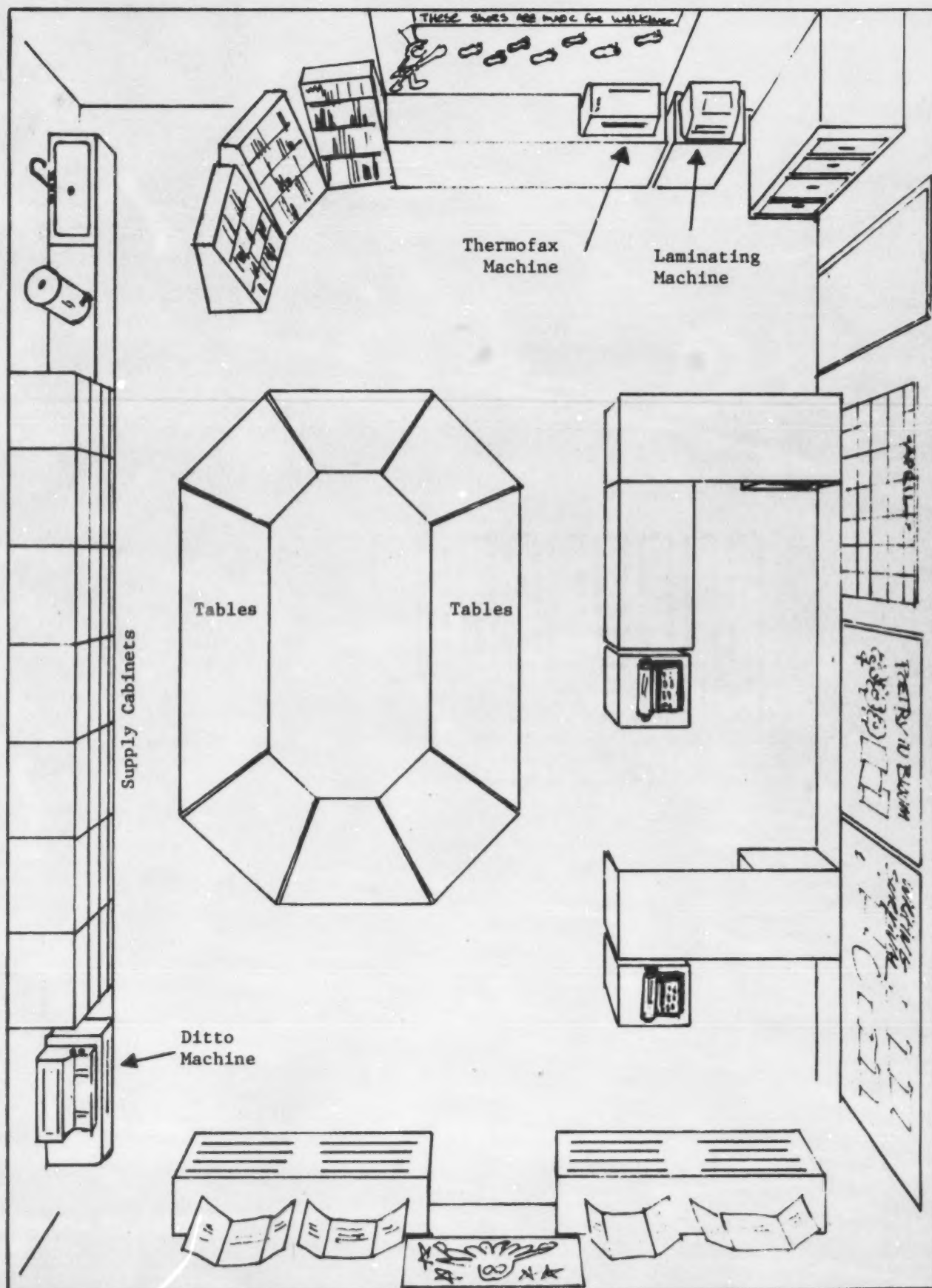
Waste baskets
Trash can (large)
Coffee machine
Tea Pot (electric)
Plants
Macrame plant hangers
Book ends
Woodgrain boxes with lids
Area rug
Monthly calendar
Desk calendar
Pictures
Rolodex
Wall calendar

TYPES OF TEACHER MATERIALS USED IN THE "CENTER"

1. Equal Opportunity in the Classroom (EOC)
2. Clinical Teaching
(films are optional but can be rented)
3. Project ACCEPT
4. Rosebank Project
5. Bay Area Writing Project
6. Project SCORE
7. Language and Vocabulary Development Materials
8. COMPUCAT
9. Professional Library

Example of some of the most used books are:

1. 100 Ways to Enhance Self-Concept in the Classroom
by J. Canfield
2. Basic Reading Inventory
by J. L. Johns
3. Free to Be You and Me
by M. Thomas and C. Hart
4. Mathematics Their Way
by M. B. Lorton
5. Make It - Take It Math Games
by NCTM Publications
6. Reading Strategies and Enrichment Activities
by V. McIntyre



FLOOR PLAN OF CENTER
-33-

PLANNING SURVEY

To: Project Participants

Date May, 1980

From: Janet Holt

Re: STAFF DEVELOPMENT CENTER INSERVICE FOR 1980-1981

Listed below are some possible workshop topics. Please assist us in planning inservice by checking the sessions which would be of interest to you.

- | | |
|--|--|
| ☐ 1. Equal Opportunity in the Classroom (EOC) | ☐ 13. Putting Your Room to Work for You (Environment Ideas) |
| ☐ 2. Clinical Teaching Strategies | ☐ 14. Language Arts Skills |
| ☐ 3. Intermediate Reading Techniques | ☐ 15. Teaching Effective Composition |
| ☐ 4. Motivation Techniques | ☐ 16. Spelling Techniques |
| ☐ 5. Learning Modalities | ☐ 17. Interpersonal Skills and Values Development |
| ☐ 6. Time on Task | ☐ 18. Mainstreaming |
| ☐ 7. Classroom Management (discipline) | ☐ 19. Handwriting Skills for Intermediate Grade Students |
| ☐ 8. Record Keeping Techniques | ☐ 20. Compucat for Intermediate Grades |
| ☐ 9. Math Techniques | ☐ 21. Math Games for Reinforcement |
| ☐ 10. Career Education | ☐ 22. Language Arts Games for Reinforcement |
| ☐ 11. Self-concept (Affective Domain) | ☐ 23. Preparing the Proficiency Tests |
| ☐ 12. Multicultural Education | |

Other Suggestions

APPENDIX A

Project Surveys, Tests, and Forms

LA MESA-SPRING VALLEY SCHOOL DISTRICT
Staff Development Center

TEACHER CONFERENCE

SCHOOL: _____

GRADE: _____

TEACHER: _____

DATE: _____

1. Describe your class (not applicable to junior high) _____

2. Review your student achievement scores _____

3. What are your objectives for students? _____

4. What things do you feel you do especially well? _____

5. Is student behavior a problem? _____

6. Is the managing of aides and parent volunteers a problem? _____

7. Is it difficult to give positive reinforcement to low achievers? _____

TEACHER CONFERENCE (Continued)

8. Are reading, language, and math objectives clear? _____

9. Do you have a manageable system for recording individual student progress? _____

10. Do you have sufficient prescriptive materials for the basic skill areas? _____

11. What are some things that make you feel good about teaching? _____

12. What are some things that make your students feel good about learning? _____

LA MESA-SPRING VALLEY SCHOOL DISTRICT

STAFF DEVELOPMENT CENTER

Teacher attitude survey toward in-service activities before being involved in the Staff Development Project.

bad | | | | good

important | | | | unimportant

positive | | | | negative

boring | | | | interesting

relevant | | | | irrelevant

mandatory | | | | voluntary

necessary | | | | unnecessary

dull | | | | exciting

LA MESA-SPRING VALLEY SCHOOL DISTRICT

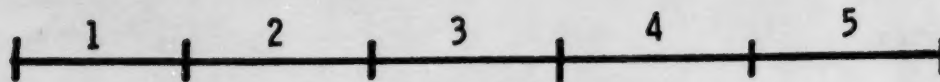
Staff Development Center

SEMANTIC DIFFERENTIAL ATTITUDE SURVEY

Pre-Survey Activity Sheet and Instructions

In preparing students to take a semantic differential survey, it is necessary that they understand the idea of gradation in expressing opinions. This pretest activity sheet has been designed to provide experiences for youngsters in using the gradation process and marking their responses in a manner that accurately reflects their opinions.

Using the overhead projector or chalkboard (draw a row of faces), ask the questions on the following page one at a time allowing opportunity for discussion in each case. Ask different children which face best shows how they feel in answer to the question. Ask them to point out the face which shows no strong opinion (face No. 3). Stress that there are not right or wrong answers, but that you are interested in the children's opinions about each of these items.



HOW ARE YOU FEELING TODAY?

1.	GREAT						SICK
----	-------	--	--	--	--	--	------

IS CHOCOLATE YOUR FAVORITE ICE CREAM FLAVOR?

2.	NO						YES
----	----	--	--	--	--	--	-----

DO YOU LIKE THE COLOR RED?

3.	VERY MUCH						NOT AT ALL
----	-----------	--	--	--	--	--	------------

WHAT DO YOU THINK ABOUT DODGEBALL?

4.	DON'T WANT TO PLAY						GREAT FUN
----	-----------------------	--	--	--	--	--	-----------

LA MESA-SPRING VALLEY SCHOOL DISTRICT

Staff Development Center

SEMANTIC DIFFERENTIAL

ATTITUDE SURVEY

(DIRECTIONS TO THE TEACHER)

Tell the class that you are interested in finding out what they think about Reading, Writing/Spelling, and Mathematics. Distribute survey forms and ask pupils to select a crayon to use as a marking tool. Desks should be cleared of all other materials.

In order to facilitate the administration of the survey, you may wish to give each pupil a marker to move down the page as he works. Stress that this is not a test and that there are no right or wrong answers. You will read aloud all word pairs (fun - not fun, hard - easy, etc.) as pupils progress down the page. Avoid giving meanings for the words or interpreting them in any way.

THE FOLLOWING INSTRUCTIONS SHOULD BE GIVEN TO PUPILS BEFORE THEY BEGIN THE SURVEY.

"Please do not mark on your paper before we have talked about it. Look at the top of the page and you will see the word (use the word at the top of the test - Reading or Mathematics, or Writing/Spelling) printed in bold type." (Print the word on the board as it is written on the survey page.) "Let's look at the first row of faces. Put your finger on the first row." (Hold up paper to indicate first row.) Talk about what face shows no strong feeling one way or another (Face No. 3) and ask pupils to put their finger on that face.

PUPILS NOW SHOULD BE READY TO BEGIN. PROCEED WITH THE INSTRUCTIONS.

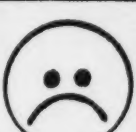
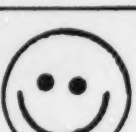
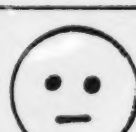
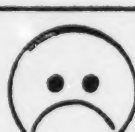
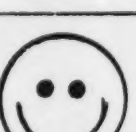
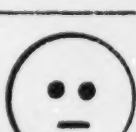
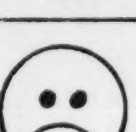
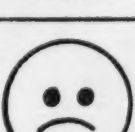
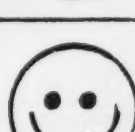
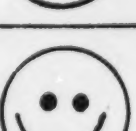
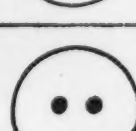
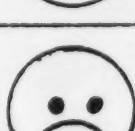
"At the left of row 1 is the word "fun"; at the right are the words "not fun". Find the face that looks the most like you feel about the word (Reading or Mathematics, or Writing/Spelling) when I say the words "fun" and "not fun". (Give pupils adequate time to color the face and walk around the room as they are coloring to spot-check their understanding of the directions you have given.)

"Now look at row 2. Find the face that looks the most like you feel about (the word) when I say "hard", the word on the left, and "easy", the word on the right. Color that face with your crayon. You should be coloring only one face."

REPEAT THIS PROCEDURE WITH EACH ROW ON THE PAGE.

Collect sheets when the student has completed the page.

READING

		1	2	3	4	5	
1.	FUN						NOT FUN
2.	HARD						EASY
3.	HAPPY						UNHAPPY
4.	UNEXCITING						EXCITING
5.	UNINTERESTING						INTERESTING
6.	LOVE						HATE
7.	UNDERSTAND						DO NOT UNDERSTAND
8.	BAD						GOOD
9.	GET IT						DON'T GET IT
10.	DISLIKE						LIKE

WRITING / SPELLING

		1	2	3	4	5	
1.	FUN						NOT FUN
2.	HARD						EASY
3.	HAPPY						UNHAPPY
4.	UNEXCITING						EXCITING
5.	UNINTERESTING						INTERESTING
6.	LOVE						HATE
7.	UNDERSTAND						DO NOT UNDERSTAND
8.	BAD						GOOD
9.	GET IT						DON'T GET IT
10.	DISLIKE						LIKE

MATHEMATICS

	1	2	3	4	5	
1. FUN						NOT FUN
2. HARD						EASY
3. HAPPY						UNHAPPY
4. UNEXCITING						EXCITING
5. UNINTERESTING						INTERESTING
6. LOVE						HATE
7. UNDERSTAND						DO NOT UNDERSTAND
8. BAD						GOOD
9. GET IT						DON'T GET IT
10. DISLIKE						LIKE

LA MESA-SPRING VALLEY SCHOOL DISTRICT

Staff Development Center

INSERVICE EVALUATION SHEET

Name of Activity

Date of Activity

Position of evaluator
(Teacher, aide, parent, specialist, other)

Directions: Place an "X" on the line below which best answers your feeling about this activity.



OVERALL REACTION TO INSERVICE

1. Strengths

2. Weaknesses

3. Recommendations

LA MESA-SPRING VALLEY SCHOOL DISTRICT
Staff Development Center
TEACHER REQUEST FOR ASSISTANCE

NAME _____ ROOM NUMBER _____

SCHOOL _____

GRADE (S) TAUGHT _____
3rd 4th 5th 6th

NUMBER OF STUDENTS _____
3rd 4th 5th 6th

IF YEAR ROUND, WHICH TRACK? _____

PLEASE LIST NAMES OF AIDES

PLEASE LIST NAMES OF PARENT VOLUNTEERS

SCHOOL SCHEDULE

BEGIN _____

RECESS _____

LUNCH _____

DISMISSAL _____

LA MESA-SPRING VALLEY SCHOOL DISTRICT

Staff Development Center

CHECKLIST FOR PROJECT TEACHER

By November

- ☐ 1. Pretest 4th grade students in reading, language, and mathematics
- ☐ 2. Pre assess students attitudes
- ☐ 3. Assess needs for staff development activities
- ☐ 4. Determine objectives for the year
- ☐ 5. Share objectives with the students or discuss strategies for improving the classroom environment
- ☐ 6. Share objectives with your principal and aides, and volunteers

Ongoing Activities

- ☐ 7. Arrange for principal observation three times during the year (beginning, mid-year, and end-of-year)
- ☐ 8. List of center activities attended or individual work sessions
- ☐ 9. Use of parents to assist in small group instruction
- ☐ 10. List of instructional materials that were made at the center
- ☐ 11. Keep a list of skills gained or knowledge acquired
- ☐ 12. Are some students being used as cross-age tutors

End-of-Year - May

- ☐ 13. Post assessment of student attitude toward learning
- ☐ 14. Posttesting of students in reading, language, and mathematics
- ☐ 15. Assessment of teacher's attitude toward the staff development project and make recommendations for the next year
- ☐ 16. End-of-year celebration

LA MESA-SPRING VALLEY SCHOOL DISTRICT

Staff Development Center

CHECKLIST FOR PROJECT PRINCIPALS

Name of Teacher _____

Grade Levels _____

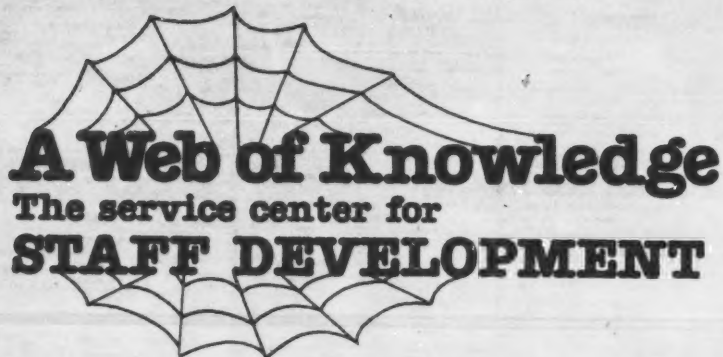
Teacher's Staff Development Objectives:

List of Activities and Inservice:

List of Observable Differences in the Classroom (skills, knowledge,
and products):

APPENDIX B

**Sample Newsletters
and
Inservice Announcements**



A Web of Knowledge

The service center for
STAFF DEVELOPMENT

Janet Holt, Project Manager
Lorene Rooks, Project Aide

March 5 - Wednesday

3 - 5 p.m.

CALCULATOR WORKSHOP

Learn How to Teach: The use of hand held calculators to facilitate the development, understanding and application of arithmetic skills.

Sue Kjoller and Diane Poirer have organized the workshop in conjunction with the National Science Foundation.

March 7 - Friday

2:30 p.m.

"BRITISH PRIMARY SCHOOLS"

Presented by Barbara Evans - video tape showing schools with Lil Thompson as Principal.

March 8 - Saturday

9 - 12 noon

USING MUSIC IN YOUR LANGUAGE PROGRAM

The Orff-Schulwerk Approach

Come and find out how fun musical activities can be related to language development. The Orff process integrates movement and speech with music. This workshop is most appropriate for primary teachers. Dress in comfortable clothing so you can participate in the activities. A Continental Breakfast will be served. Mimi Carr will present the workshop.

Please call Lorene Rooks at Ext. 50 for a reservation.



A Web of Knowledge

The service center for
STAFF DEVELOPMENT

Janet Holt, Project Manager
Lorene Rooks, Project Aide

Title IV-C

November 28 - Wednesday

3 - 4 p.m. Spelling Workshop #2

November 30 - Friday

8:30 - 11:30 a.m. FINGERMATH

Location: Scottish Rite Temple
1895 Camino Del Rio
Mission Valley

A demonstration of the four basic operations of arithmetic using the principles of fingermath?

Math Educators MGM
Special Education Bilingual

December 1 - Saturday

8 - 12 noon Staff Development Center
will be open for make-it
take-it work.

December 4 - Tuesday

8:30 - 11 a.m. 3rd Equal Opportunity
in the Classroom (EOC)
Workshop

December 4 & 5 - Tuesday & Wednesday

8:30 - 2:30 p.m. Career Education
Workshop for
Resource Teachers

December 5 - Wednesday

3 p.m. SCORE (Success Controlled
Optimal Reading Experience)

A cost-effective basic reading decoding program designed to be taught by student, parent, and paraprofessional tutors for grades 1 - 12.

January 10 - Thursday

8 - 11 a.m. Assertive Discipline
Presented by Gene Bedley

January 15 - Tuesday

8:30 - 11 a.m. 4th Equal Opportunity in
the Classroom (EOC)
Workshop

January 22 - Tuesday

8:30 - 3 p.m. Clinical Teaching #1

January 30 & 31 - Wednesday & Thursday

8:30 - 3 p.m. PROJECT ACCEPT
Grades Pre-K thru 6th

February 5 - Tuesday

8:30 - 3 p.m. Clinical Teaching #2

February 22 - Friday

Bancroft Aides

February 26 - Tuesday

8:30 - 11 a.m. 5th Equal Opportunity in
the Classroom (EOC)
Workshop

February 28 - Thursday

8:30 - 3 p.m. Clinical Teaching #3

March 11 - Tuesday

8:30 - 3 p.m. Clinical Teaching #4

Please contact Janet Holt, if you need additional release time to attend the Clinical Teaching series.

60

LA MESA-SPRING VALLEY SCHOOL DISTRICT

4750 Date Ave. · La Mesa · CA 92041 · (714) 469-6171 (Ext. 50)



A Web of Knowledge

The service center for
STAFF DEVELOPMENT

Janet Holt, Project Manager
Lorene Rooks, Project Aide

CLINICAL TEACHING

Elements of Effective Teaching

January 22 (Tuesday)

8:30 - 3 p.m.

February 28 (Thursday)

8:30 - 3 p.m.

February 5 (Tuesday)

8:30 - 3 p.m.

March 11 (Tuesday)

8:30 - 3 p.m.

CONCEPT SPELLING

"A Major Breakthrough in the Teaching and Learning of Spelling."

Richard P. Archer, Ed. D.

January 29 (Tuesday)

1 - 4 p.m.

PROJECT ACCEPT

Two-day Training in Improving Adult/Child Relationships

For Teachers and Parents - Discipline Techniques

January 30 & 31, 1980

8:30 - 3 p.m.

Please call extension 50 for a reservation.

⁶¹
LA MESA-SPRING VALLEY SCHOOL DISTRICT

4750 Date Ave. · La Mesa · CA 92041 · (714) 469-6171 (Ext. 50)



A Web of Knowledge

The service center for
STAFF DEVELOPMENT

Janet Holt, Project Manager

Lorene Rooks, Project Aide

February, 1980

Title IV-C

February 21 - Thursday

3:30 p.m. Reader's Digest
presentation of new
materials

February 26 - Tuesday

8:30 - 11 a.m. 5th Equal Opportunity in
the Classroom (EOC)
Workshop

February 28 - Thursday

8:30 - 3 p.m. Clinical Teaching #3

March 1 - Saturday

9 - 12 noon "Math Sponges"
Presented by Leigh Childs
and Nancy Adams

March 5 - Wednesday

3 - 5 p.m. Calculator Workshop

March 8 - Saturday

9 - 12 noon Using Music in Your
Language Program
Presented by Mimi Carr
"The Orff-Schulwerk Approach"

March 11 - Tuesday

8:30 - 3 p.m. Clinical Teaching #4

March 11 - Tuesday

3 - 4 p.m. "Total Language Approach
to Reading" Presented by
Suzanne Moss

March 18 - Tuesday

3 - 4 p.m. "Readers Theater Party"
Presented by
Mary Stuart Taylor

March 19 - Wednesday

3 - 5 p.m. Calculator Workshop

April 9 - Wednesday

3 - 5 p.m. Calculator Workshop

April 15 - Tuesday

3 - 4 p.m. "Adapting Materials to
Your Reading Program"
Presented by
Barbara Daugherty

PUBLISHERS

March Scholastic
Crawley Education Center
Materials

April Barnell Loft Publishers
Zerex

Please let us know if you are interested in
having us plan some inservice activities
for college credit. Call extension 50.

LA MESA-SPRING VALLEY SCHOOL DISTRICT

4750 Date Ave. · La Mesa · CA 92041 · (714) 469-6171 (Ext. 50)

LA MESA-SPRING VALLEY SCHOOL DISTRICT

Staff Development Center

Calculator

WORKSHOP :

WEDNESDAY MARCH 5 3:00 - 5:00 p.m.

WEDNESDAY MARCH 19 3:00 - 5:00 p.m.

WEDNESDAY APRIL 9 3:00 - 5:00 p.m.

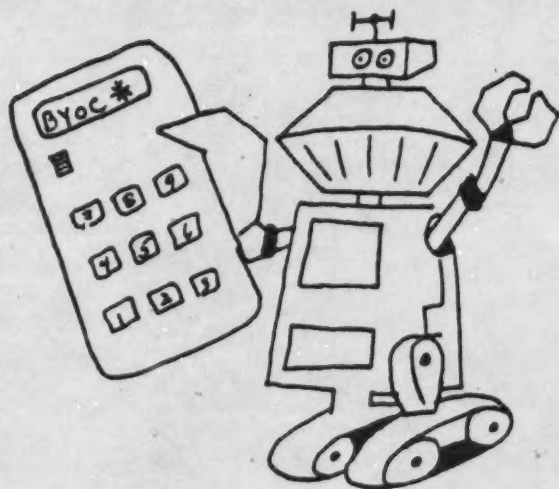
STAFF DEVELOPMENT CENTER

PARKWAY JUNIOR HIGH - ROOM 29

LEARN HOW TO TEACH:

- The use of hand held calculators to facilitate the development, understanding and application of arithmetic skills.
- The importance of estimating answers before calculating.

(Sue Kjoller and Diane Poirer have organized the workshop in conjunction with the National Science Foundation)



* BRING YOUR OWN CALCULATOR

Please return to Staff Development by February 22, 1980.

Parkway Junior High - Room 29 - Ext. 50

I would like to attend the following workshops:

Wednesday March 5

☐

Wednesday March 19

☐

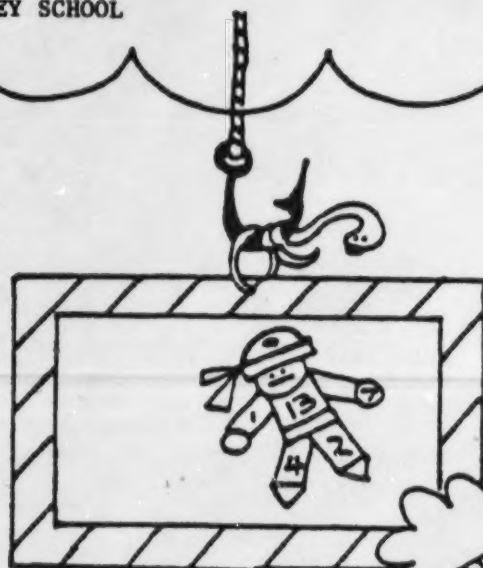
Wednesday April 9

☐

NAME _____

SCHOOL _____

PHONE _____



Math Sponges~

*Enriching Ways to
Soak Up Spare Moments*

(for elementary and junior high teachers)

SPONGES

... CAPTURE learner's attention.

... STIMULATE thinking.

... INVITE participation.

... take 3-10 minutes.

... require little or no
preparation.

... can easily become
student-led.

Call extension 50 for a reservation.



TRUETT

When

Saturday, March 1, 1980
9 - 12 noon

Where

Staff Development Center
Parkway Junior High - Room 29

64

by

Nancy Adams
-55-

Leigh Childs

LA MESA-SPRING VALLEY SCHOOL DISTRICT

Staff Development Center

ELEMENTS OF EFFECTIVE TEACHING
(Clinical Teaching)

FOR THOSE WHO WANT TO IMPROVE INSTRUCTION



Workshop topics include:

Objectives

Goals

Difficulty/Complexity

Task Analysis

Diagnosis

Instructional Flexibility

Grouping for Instruction

Student Independence

Monitoring and Adjusting

Time:

8:30 a.m. - 3:00 p.m.

Dates:

January 22, 1980 (Tuesday)

February 5, 1980 (Tuesday)

February 28, 1980 (Thursday)

March 11, 1980 (Tuesday)

Consultants: Kay Hachten
Clara Ingalls
(from Orange Unif. Sch. Dist.)

Call extension 50 for a reservation.

WANTED...

A FEW GOOD TEACHERS WHO:

1. Would like some new ideas, games, and teaching aids for helping their students
 - apply structural analysis and context clues in the word recognition process
 - develop sentence sense
 - use the dictionary effectively
 - use the Cloze procedure to improve comprehension
 - get the MAIN IDEA!
2. Like working in an informal, helpful, and relaxed atmosphere
3. Would enjoy a free continental breakfast



DATE: Saturday
November 17, 1979

TIME: 9 - 12 noon

PLACE: Staff Development
Center

STAFF: Anne Nagel
Lorene Rooks



SERVICE CENTER FOR STAFF DEVELOPMENT

LA MESA-SPRING VALLEY SCHOOL DISTRICT

La Mesa Elementary (LME) Room 11, Ext. 50
Open 8 a.m. - 12 noon 1 - 5 p.m.

Janet Holt, Project Manager
Lorene Rooks, Project Aide

October 9 - Tuesday

8:30 - 11 a.m. Equal Opportunity in the
Classroom (EOC)
(First Session of Five)

October 16 - Tuesday

3 - 3:45 p.m. How to Use COMPUCAT
math material for
teachers in grades 1-3

October 17 - Wednesday

3 - 4 p.m. Overview of
PROJECT ACCEPT
(Grades Pre-K thru 6)

This workshop trains parents and teachers in effective democratic methods of working with children to encourage self-discipline, cooperation, problem solving skills and responsibility in the classroom and the home.

October 24 - Wednesday

8:30 - 3 p.m. SEMINAR IN WRITING

Implementing Writing Across the Curriculum
Expressive Writing
Journal Writing
Overview of Holistic Scoring

(For teachers of grades 3 - 8)

October 25 - Thursday

CENTER WILL BE CLOSED.

November 6 - Tuesday

8:30 - 11 a.m. 2nd Equal Opportunity in
the Classroom (EOC)
Workshop

November 7 - Wednesday

9:30 - 11 a.m. "Career Tests and Resource
Selection System"
Presented by the County
Department of Education

(One participant from each school will
receive a kit)

November 8, 9, & 10 - Thursday, Friday & Saturday

California Reading
Association Conference
(San Diego)

November 15 - Thursday

3 - 4 p.m. Spelling Workshop # 1
(All grade levels)

A videotape presentation of Owen Thomas'
spelling program.

November 28 - Wednesday

3 - 4 p.m. Spelling Workshop # 2

December 4 - Tuesday

8:30 - 11 a.m. 3rd Equal Opportunity in
the Classroom (EOC)
Workshop

SERVICE CENTER FOR STAFF DEVELOPMENT NEWSLETTER (Continued)

January 10 - Thursday

8 - 11 a.m. Assertive Discipline
Gene Badley

January 15 - Tuesday

8:30 - 11 a.m. 4th Equal Opportunity in
the Classroom (EOC)
Workshop

January 30 & 31 - Wednesday & Thursday

8:30 - 3 p.m. PROJECT ACCEPT
(Grades Pre-K thru 6)

February 22 - Friday

Bancroft Aides

February 26 - Tuesday

8:30 - 11 a.m. 5th Equal Opportunity in
the Classroom (EOC)
Workshop

The CLINICAL SUPERVISION sessions will be
scheduled after January.

PUBLISHERS DISPLAY

Cornet	Counterpoint Reading Program (4th - 7th grade) Quick Skills (1st - 6th grade)
McGraw-Hill	New Science Text (3rd - 8th grade) Elementary Language Workbook New Finger Math Concepts (all grade levels)

EQUAL OPPORTUNITY IN THE CLASSROOM (EOC)

The purpose of the Equal Opportunity in the Classroom workshops is to help teachers become cognizant of the frequency and type of comments made to each child in the room. At each workshop the participants will focus on a different aspect. Research has shown that self-concepts of the students improve when the EOC technique are practiced. It will be necessary for a teacher to attend all five (5) workshops since they are a continuous series. This training is more productive if more than one (1) person at each school can participate.

Please call extension 50 for additional information about any of the workshops.

(Please return in advance of scheduled workshop)

Attendance at workshops will be limited.

Name _____

School _____

I will be attending the following workshop: (s)

Please process this form through your principal before returning to Janet Holt

kaf 10/79

ORDER BLANK

Service Center for Staff Development
ESEA - Title IV-C Project
La Mesa-Spring Valley School District
4750 Date Avenue
La Mesa, California 92041

For additional information call - 469-6171 Extension 50

	<u>Price</u>	<u>No. of Copies</u>	<u>Total Price</u>
A Web of Knowledge Strategies for Planning Staff Development Programs	\$ <u>4.50</u>	_____	_____
A Web of Learning Center Ideas A Staff Development Spin-off for Teachers	\$ <u>8.50</u>	_____	_____
Spider Talk - A Web of Support A Handbook for Paraprofessionals	\$ <u>2.75</u>	_____	_____
Sub Total			_____
Sales Tax 6%			_____
Total			=====

I have enclosed \$ _____, or a purchase order for these materials.

NAME _____

ADDRESS _____